



Advancing Equity in Early Childhood Education



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Have you heard or read the 2019 NAEYC Equity Statement?



**GEORGIA
SOUTHERN**
UNIVERSITY

Defining Equity

Improving Equity Through Early Education



Equality

Giving children the same amount of early education help, even those who already have enough help.

Only works if all children start from the same place. Currently, they don't.

VS.

Equity

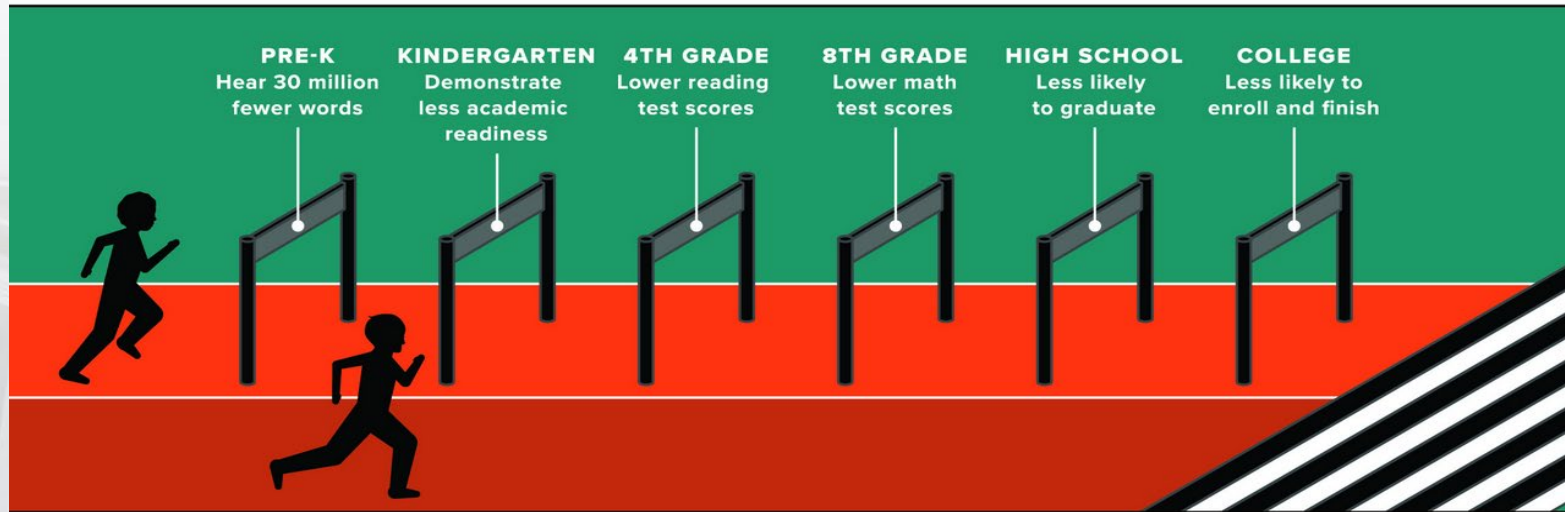
Giving the children without enough help the services they need to access the same opportunities.

Must ensure equity before we can strive for equality.

The Purpose of the NAEYC Advancing Equity Position Statement

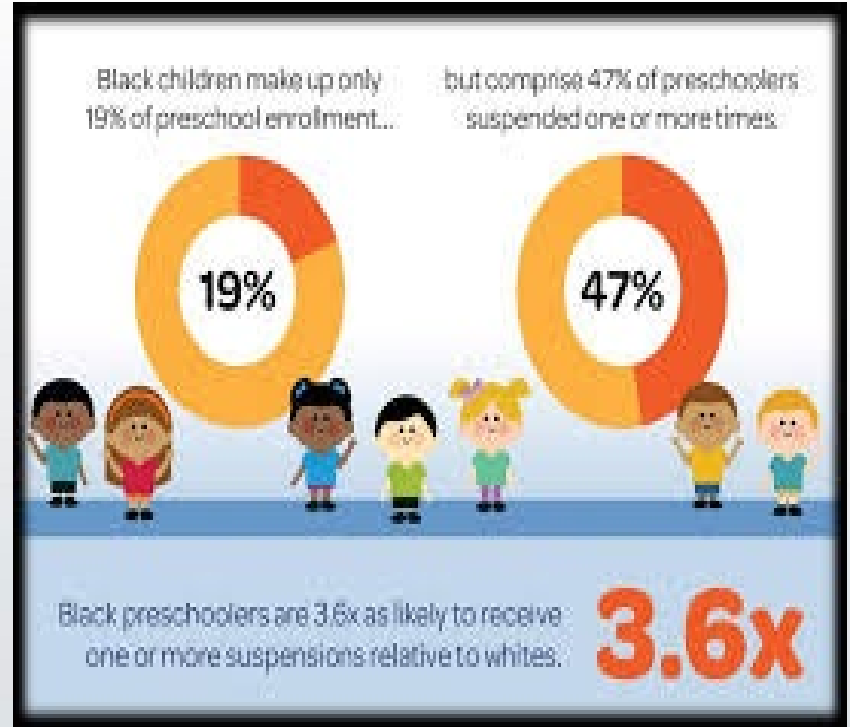
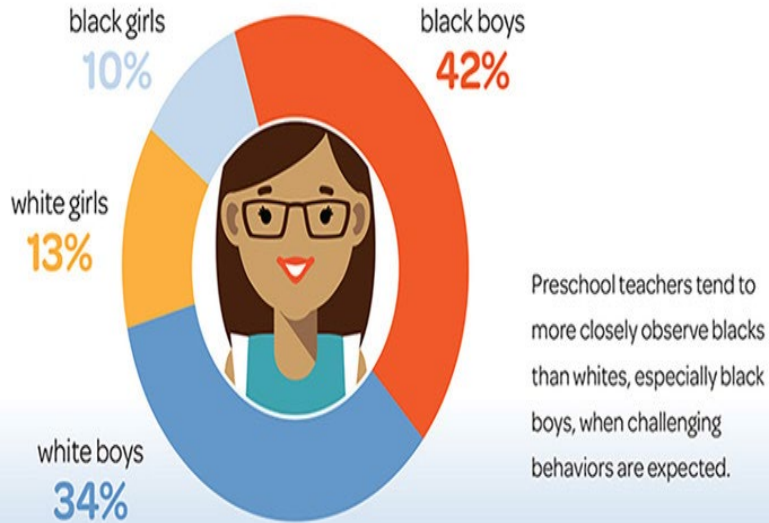
Achievement Gaps Start Early and Persist

Children of color or low-income status are more likely to lag behind



The Purpose of the NAEYC Advancing Equity Position Statement

Track the eyes: Which students are teachers watching?



(Gilliam, Maupin, Reyes, Accavitti, & Shic, 2016)

Create a Caring, Equitable Community of Engaged Learners - Goal #2

Recognize each child's unique strengths and support the full inclusion of all children – give differences in culture, family structure, language, racial identity, gender, abilities, and disabilities, religious beliefs or economic class.

- Help children recognize and value each other
- Make sure no child feels “less than”, bullied, invisible or unnoticed.

Key Term - Diversity - variation among individuals, as well as within and across groups of individuals in background and lived experiences.



Establishing Reciprocal Relations with Families

Goal #4

Maintain consistently high expectations for family involvement, being open to multiples and varied forms of engagement and providing intentional and responsive supports

- Ask families how they want to be involved
- Challenges (i.e. child care, flexible work schedule, transportation, immigration status)
- It is your responsibility to connect with families

Key Term - Classism - assigned greater value to middle and upper class

Observe, Document, and Assess Children's Learning Development – Goal #1

Recognize the potential of your own culture and background affecting your judgment when observing, documenting, and assessing children's behavior, learning, or development.

- KNOW YOUR BIASES!!
- KNOW YOUR STUDENTS!
- Utilize culturally relevant teaching to help connect the home and school cultures of children.

Key Term-Biases- Attitudes or stereotypes that favor one group over another.

Advocate on Behalf of Young Children, Families, and Early Childhood Professions – Goal #1

Speak out against unfair policies or practices and challenge biased perspectives.



Get Your Copy

<https://www.naeyc.org/our-work/initiatives/equity>



Questions and Contact Info



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